

Getting to the Core of Residency Education:

An institutional curriculum to meet accreditation requirements

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Background

- Designed to help meet the Accreditation Council for Graduate Medical Education (ACGME) **Common Program Requirements (1)** at an organizational level
- Both residents and faculty are responsible for learning the ACGME content addressed
- **Interdisciplinary learning** helps to foster relationships and enhance understanding for healthcare professionals who often have to work together as teams but do not regularly have the opportunity to come together (2)
- **Co-learning**, both faculty and trainees learning together, has been a successful model for QI content (3)

Methods

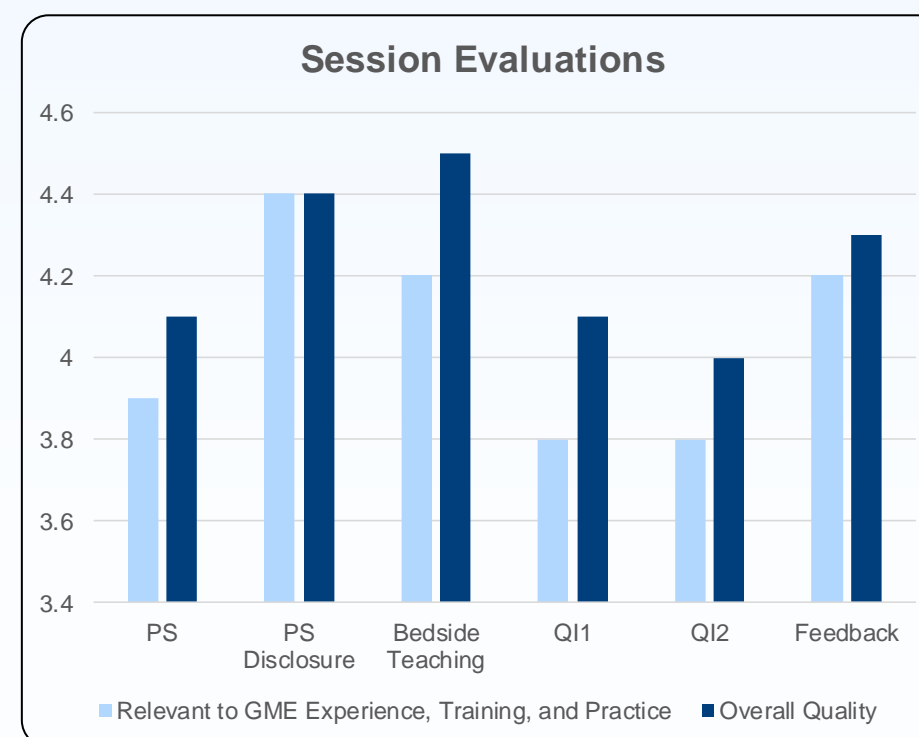
- 8-session series focused on:
 - patient safety
 - quality improvement and
 - teaching concepts
- Facilitated by internal experts, offered quarterly, and repeated three times each
- Each 90-minute session consists of a mix of facilitated didactic instruction followed and hands-on direct skill application.
- Live sessions offerings complimented with self-directed learning through the completion of online modules or related readings
- Residents required to attend, faculty encouraged
- Content is focused on introductory level topics leaving programs the opportunity to expand at the program level

Cycle 1 Sessions (2017-2019)

1. Patient Safety: Goals, Tools & Techniques
2. Patient Safety Disclosure
3. Resident as Teacher: Bedside Teaching
4. Quality Improvement I
5. Quality Improvement II
6. Resident as Teacher: Feedback
7. Healthcare Disparities

Results

- 6 unique sessions presented
- 687 evaluations received
- Majority noted each session met the stated objectives.
- Majority rated the “relevance of pre-materials” as excellent.
- Anecdotal feedback from Program Directors:
 - Sessions are important
 - Appreciate centralized approach for meeting new requirements
 - Shorter duration would be appreciated
 - More practical pre-work
 - Less IHI modules, more interactive pre-work
 - Additional sessions on well-being



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Discussion

- Overall, the structure and content of these sessions is valued by residents, fellows, and faculty
- Centralized format of these offerings removes administrative burden from individual departments while still allowing compliance with accreditation standards
- This offering provided an opportunity for interdisciplinary learning and provided content at an institutional level
- A modified 2nd cycle of this series of sessions will begin in September 2019 with shorter sessions, more practical and interactive pre-work, and the addition of a focus on well-being



References

1. ACGME Common Program Requirements https://www.acgme.org/Portals/0/PFAssets/ProgramRequirements/CPRs_2017-07-01.pdf
2. Bassoff BZ, Ludwig S. Interdisciplinary education for health care professionals. *Health Soc Work.* 1979;4(2):58-71.
3. Wong, B. M., Goguen, J., & Shojania, K. G. (2013). Building capacity for quality: a pilot co-learning curriculum in quality improvement for faculty and resident learners. *Journal of graduate medical education*, 5(4), 689-693.